

Pupil premium strategy statement – St. Joseph’s Catholic Primary School, Stanley

Before completing this template, read the Education Endowment Foundation’s [guide to the pupil premium](#) and DfE’s [pupil premium guidance for school leaders](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|--|-------------------------------|
| Number of pupils in school | 219 |
| Proportion (%) of pupil premium eligible pupils | 18% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year) | December 2024 – December 2027 |
| Date this statement was published | December 24 |
| Date on which it will be reviewed | Yearly |
| Statement authorised by | Mary Urwin |
| Pupil premium lead | Mary Urwin |
| Governor / Trustee lead | Beverley Ewart |

Funding overview

| Detail | Amount |
|--|---------|
| Pupil premium funding allocation this academic year | £64,988 |
| Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i> | £ |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £64988 |

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

St Joseph's Catholic Primary School is an averaged sized Catholic Primary School with 221 pupils on role (including Nursery). The school is in an ex-mining village in Durham, within an area of deprivation. The school is largely white British with a small percentage of EAL – 1%.

At St Joseph's, it is our intention to provide a highly ambitious curriculum which is full of rich experiences and opportunities for all. This enables all children to reach their full potential and be the best that they can be. This is essential for fostering an inclusive educational environment and the focus of our pupil premium grant is to create equity, where every child can achieve regardless of their background.

High quality teaching is central to our approach. Our committed staff continually seek to ensure all children learn and achieve well. Our ambitious curriculum enables children to remember key vocabulary and subject specific content and deepens understanding over time with constant revisiting of the key knowledge. Children get off to a strong start in Early Years and our highly skilled practitioners, who build positive relationships with vulnerable families, identify needs at an early stage.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to excel. To ensure they are effective, we will:

- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can and should achieve.
- Review the progress and performance of all pupils to ensure that what we do is having a positive impact.
- Deliver high quality and focussed interventions
- Act early and intervene

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Some pupils on entry into Reception have low language acquisition as well as speaking, listening and language skills. |
| 2 | Pupil Premium pupils are making less progress in individually identified areas (RWM) than pupils not eligible for pupil premium. |
| 3 | Affording school additional costs (clubs, music, provision, uniform, milk) |
| 4 | Social, emotional and behavioural problems are affecting wellbeing of some pupil premium pupils. |
| 5 | Attendance issues for some children. |

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|---|---|
| Speaking, listening and language skills in Nursery and Reception are improved to enable children to be successful throughout the school. This will be undertaken by monitoring in class. Pupil progress meetings, discussions with outside professionals and meetings with families where relevant. | Speaking, listening and language skills in Nursery and Reception are improved to enable children to be successful throughout the school. This will be undertaken by monitoring in class. Pupil progress meetings, discussions with outside professionals and meetings with families where relevant. |
| Improved progress and attainment for all PP pupils. Appropriate individualised support will be given to pupil premium pupils in all year groups through targeted interventions in class and outside in small groups (1 to 1 when needed). They will be measured through pupil progress meetings, attainment data and pupils' own views on their progress. | Gaps are closing between PP pupils and none PP in all subjects, particularly in the core subjects of Phonics, reading, writing, maths and RE. |
| An increased number of PP children taking part in after-school clubs, music lessons and wraparound care. PP pupils have equal opportunities to none PP pupils. | PP pupils confidently take part in a variety of school clubs and they succeed well in them. PP pupils eat well before and after school giving them the same opportunities as their none PP peers. |
| Barriers to learning identified for PP pupils needing social, emotional wellbeing or other support are reduced. This will be measured by how settled the children are and how quickly they are catching up and making progress as well as their emotional wellbeing. This will be | Pupils will be less dependant on support as barriers to learning have been reduced/removed and the negative impact their needs have had on their progress have lessened. Gaps will be narrowing. Pupils and |

| | |
|---|---|
| undertaken by monitoring in class, pupil progress meetings and discussions with outside professionals where relevant. | parents feel that they are supported well in this area. |
| Attendance rates improved for PP children. This is measured by whole school data. | Pupil premium children's attendance with match that of none pupil premium children. |

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Purchased of standardised diagnostic assessments – Boxall. Training for staff to ensure assessments are interpreted and administered correctly. | SEED research discusses the importance of early language including speaking and listening to develop reading. | 1, 2 |
| RWI training | EEF toolkit discusses the impact a synthetic phonics scheme, well delivered and taught has on children's progress and outcomes. | 1, 2 |

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 44,197

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Teaching assistant support – 1 to 1 and small group interventions. | The EEF toolkit suggests that targeted interventions/support matched to particular needs or behavioural issues can be effective. | 1, 2, 4 |

| | | |
|-------------------------------------|--|---------|
| Extra 1 to 1 support for EYFS unit. | The EEF toolkit suggests that targeted interventions/support matched to particular needs or behavioural issues can be effective. | 1, 2, 4 |
| Nurture Room | A safe, nurturing space to support children's SEMH and address their primary need. | 4 |

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 19,791

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Counselling | The EEF toolkit suggests that targeted interventions/support matched to needs or behavioural issues can be effective. | 2, 4, 5 |
| Wrap around care | This is in place (on a case-by-case basis) to support low income families back to work so that they can have better outcomes longer term. | 3 |
| Uniform | This is in place to support low income families who need support with their finances to purchase uniform. | 3 |
| Pastoral/SEN/Attendance support Dedicated Inclusion Manager Role | The EEF toolkit suggests that targeted interventions/support matched to needs or behavioural issues can be effective. | 1, 2, 4, 5 |
| Milk provision | This is to ensure promotion of a healthy lifestyle and access to calcium that does not cost the parent. | 3 |
| Music provision | This is in place to ensure that all children who wish to develop their musical skills can and that money is not a barrier to their learning. | 3 |

Total budgeted cost: £64,988

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

We have analysed the performance of our school's disadvantaged pupils during the academic year 2023/2024 using key stage 1 and 2 performance data, phonics tests results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those disadvantaged and non-disadvantaged pupils at a national and regional level. Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2023/2024 was below our expectations. Our analysis suggests that the reasons for this is the increased impact of social, emotional and behavioural needs and an increase in special educational needs across school.

This year marks the end of the previous pupil premium strategy for the past three years. Our evaluation of the approaches delivered over the past three years highlight that there has been an improvement in disadvantaged pupils' outcomes, particularly in the first year of the strategy plan, leading to some inconsistencies in the past two years, however we are very ambitious to raise outcomes in the future. We know that,

as stated above, we have seen an increase in SEMH needs which has contributed to the data inconsistencies.

Interventions

Targeted interventions have been challenging to provide consistently due to the high levels of 1 to 1 support needed, particularly in EYFS. Extra support is now in place for next year to ensure that disadvantaged pupils across school are given the appropriate support consistently. School continues to use RWI as our approach to phonics teaching. We ensure that all staff are trained and that there is ongoing training and support in place whenever there is movement of staff.

Wider strategies

Wrap around care – The uptake continues to increase, offering flexibility and support for our families. Families who would benefit from this support are identified and swift action is taken to meet their needs.

School continues to employ a fully trained school counsellor, part-time, although need can be greater than current capacity. School ensures regular reviews of children attending these sessions and we also ensure prompt referrals and seek support from external agencies as pupil need becomes apparent.

A summary of 2024 results is as follows:

EYFS

13% of pupils were disadvantaged (4 pupils – 3 boys and 1 girl). 25% of Disadvantaged pupils achieved the GLD. Disadvantaged pupils are below Disadvantaged pupils Nationally

2024 Year 1 Phonics Screening Check

17% of pupils were Disadvantaged - 5 pupils (3 boys and 2 girls). 60% of Disadvantaged pupils achieved the standard compared to 83% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 23%. National Disadvantaged is 67%. Disadvantaged pupils are below Disadvantaged pupils Nationally. Over the last three years 67% of disadvantaged pupils (10/15) have achieved the expected standard.

2024 Multiplication Check

The percentage of disadvantaged pupils achieving full marks (25/25) in the Year 4 Multiplication Check is 29%. The average score of disadvantaged pupils is 16.1 (out of 25).

Key Stage 2 SATs Results

2024 RWM combined (EXP) School Disadvantaged vs National 'Other' (Not Dis)

29% of pupils were Disadvantaged - 9 pupils (6 boys and 3 girls).

56% of Disadvantaged pupils achieved the expected standard compared to 70% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 14%. National Disadvantaged is 51%. Disadvantaged pupils performance is similar or better than Disadvantaged pupils Nationally, but still below 'Other' pupils Nationally. Over the last three years 58% of disadvantaged pupils (13/22) have achieved the expected standard or above.

2024 Reading School Disadvantaged vs National 'Other' (Not Disadvantaged)

29% of pupils were Disadvantaged - 9 pupils (6 boys and 3 girls).

67% of Disadvantaged pupils achieved the expected standard compared to 80% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 13%. National Disadvantaged is 64%. Disadvantaged pupils performance is similar or better than Disadvantaged pupils Nationally, but still below 'Other' pupils Nationally.

Over the last three years 64% of disadvantaged pupils (14/22) have achieved the expected standard or above.

2024 Writing School Disadvantaged vs National 'Other' (Not Disadvantaged)

29% of pupils were disadvantaged – 9 pupils (6 boys and 3 girls).

56% of Disadvantaged pupils achieved the expected standard compared to 83% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 27%. National Disadvantaged is 67%. Disadvantaged pupils are below disadvantaged pupils nationally.

Over the last three years 68% of disadvantaged pupils (15/22) have achieved the expected standard or above.

2024 Maths School Disadvantaged v National 'Other' (Not Disadvantaged)

29% of pupils were disadvantaged – 9 pupils (6 boys and 3 girls).

78% of Disadvantaged pupils achieved the expected standard compared to 81% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 3%. National Disadvantaged is 64%. The performance of Disadvantaged pupils in school is similar or better than 'Other' pupils Nationally.

Over the last three years 73% of disadvantaged pupils (16/22) have achieved the expected standard or above.

2024 SPaG School Disadvantaged v National 'Other' (Not Disadvantaged)

29% of pupils were disadvantaged – 9 pupils (6 boys and 3 girls).

67% of Disadvantaged pupils achieved the expected standard compared to 82% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 15%. National Disadvantaged is 67%. Disadvantaged pupils performance is similar or better than Disadvantaged pupils Nationally, but still below 'Other' pupils Nationally.

Over the last three years 73% of disadvantaged pupils (16/22) have achieved expected or above.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

| Programme | Provider |
|--------------------|-----------------|
| Read Write Inc | Ruth Miskin |
| X Tables Rockstars | TT Rockstars |
| Num Bots | TT Rockstars |

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

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|---|
| The impact of that spending on service pupil premium eligible pupils |
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Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.

We have implemented a robust Attendance Policy which has been shared with all families. Parents know the importance of good attendance and are regularly invited into school to work with leaders to reduce any barriers to attendance.

We have a robust Behaviour Curriculum in place. By having simple, clear and well communicated expectations of behaviour and providing staff with bespoke training on the needs of the pupils at the school, behaviour are managed consistently so that both pupils and staff can thrive, achieve and build positive relationships based on predictability, fairness and trust.

We offer a wide-range of high quality extra-curricular activities to boost wellbeing, behaviour, attendance and aspirations for disadvantaged pupils. All activities focus on building a range of life-long skills. Disadvantaged pupils are targeted and encouraged to participate.

We work with other schools and professionals within our Trust (Bishop Wilkinson Catholic Education Trust) which to support us with identifying specific pupil needs and work our strategies which will work in our school.